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West Virginia
INSTITUTE PROGRAM
1 9 1 4

Department of Schools
CHARLESTON

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THE WEST VIRGINIA INSTITUTE PROGRAM

1914

Containing an Outline for Daily Sessions, Articles on Institute Topics, the Reading Circle Course, and other Items of Interest to Teachers. . . . . .

Department of Schools
M. P. SHAWKEY, State Superintendent
Charleston

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INTRODUCTION

What is a teachers' institute for? In Oklahoma, Kansas and some other states the teachers' institute lasts two, three or four weeks and becomes in effect a summer school. In Pennsylvania it is distinctly an educational chautauqua. In West Virginia it has been at times past a school, a literary society, a teachers' convention and sometimes a sort of job lot of unrelated exercises of a variety of kinds.

Under existing conditions in this state the school feature cannot be made very prominent and yet the institute must do something for the 2,000 or more beginning teachers who stand in need of training in all the branches they are to teach and especially in methods. The institute should likewise be the means of some professional growth for grade teachers and high school teachers who are ambitious for growth as many of ours are at the present time. The institute will fail of a great opportunity if it does not become a means of county organization for definite purposes in which the county superintendent must be leader. It is also valuable in that through it the State Department finds a medium of quickly and directly reaching all the teachers of the state with a message of suggestion, direction or instruction.

With all of these good purposes, however, we must not fail to provide something of what is ordinarily called inspiration. It should afford some of the inspiration of work well done, of the beautiful of art and literature and especially the higher ideals of personal living The teacher going back to his work from the county institute should carry with him not only a resolution to do better work than ever before, but also a deeper appreciation of all the good that may be accomplished and the joy of service of the right kind. To work out

such a program will require the cooperative efforts not only of the State Department, the instructors and county superintendent but the teachers themselves. Shall we not take up the work this year with fresh enthusiasm and interest and with that attitude of mind that will make the week enjoyable and the results durably beneficial?

Very truly yours,

M. D. Chawkey

State Superintendent.

THE PROGRAM

Monday Forenoon.

OPENING EXERCISES—Devotional and Inspirational.

On Monday morning the music leader has the best opportunity of the week to arouse the teachers and prepare the way for an enthusiastic week's work.

The county superintendent should have all appointments of committees, ushers, reporters and secretaries ready to announce at the first session.

He should also take a few moments to outline the special features of the week's program, such as the institute social, story tellers' evening, excursions to farms, coal mines and factories.

Monday Afternoon.

Before Recess.

MUSIC.

SLOGAN: BETTER TEACHING.

TOPIC: A Survey of the Preparation and Methods of our Teachers.

(a) Signs of poor teaching in West Virginia.

(b) Causes and remedies.

DISCUSSION: Fifteen minute round table on "Immediate Aids to Better Teaching."

After Recess.

Round Table and Sectional meetings.

(See page 18 for round table topics.)

NOTES.

Tuesday Forenoon.

Before Recess.

OPENING EXERCISES: Music and Scripture Reading.

SLOGAN: BETTER TEACHING.

TOPIC: The Score Card of a Good Recitation.

(a) Manipulation of class.
(b) The teacher's questions.
(c) The pupils' responses.
(d) Lesson assignment.

MODEL CLASS: The instructor or a successful teacher should teach a class of children a familiar lesson found in one of the adopted text books.

DISCUSSION: Apply in a fair, frank manner the requirements of the score card to the lesson taught.

After Recess.

TOPIC: The Library Movement.

(a) What has been done.
(b) What can be done.
(c) The selection of books.

(Under the third head the instructor may discuss the various types of books that should have a place in the school library. He may give a synopsis of the contents of some of the books, tell the book's story or read brief extracts with comment to show the nature and value of the books.)

TOPIC: To be selected by the instructor.

Tuesday Afternoon.

Before Recess.

OPENING EXERCISES: Music.

SLOGAN: BETTER SCHOOL PROPERTY.

TOPIC: Survey of the Sanitary Conditions of School Property.

(a) The exterior—grounds, school house and out buildings.
(b) The interior—the school room, the cloak room, the walls, the floors, etc.

TOPIC: To be selected by county superintendent.

After Recess.

ROUND TABLE AND SECTIONAL MEETINGS.

NOTES.

Wednesday Forenoon.

Before Recess.

OPENING EXERCISES: Music and Bible Reading.

SLOGAN: BETTER TEACHING.

TOPIC: Making better Citizens by teaching Real Civil Government.

(a) By the study of local public business—schools, roads, courts, taxes, etc.

(b) By visiting meetings of the city council, the justice's court, the court house.

(c) By organizing literary societies, boys' and girls' clubs, and pupils' reading circles.

TOPIC: To be chosen by county superintendent.

After Recess.

TOPIC: School Attendance in West Virginia.

(a) Facts and Comparisons.

(b) Good Devices.

DISCUSSION: Good reports of success by teachers who have kept up attendance under difficulties.

Wednesday Afternoon.

Before Recess.

OPENING EXERCISES: Music.

TOPIC: The Care and Use of the School Library.

(a) Care—bookcases, librarian.

(b) Uses—in connection with preparation of lessons, by pupils at home, by the community, by all during vacation.

TOPIC: To be chosen by the Instructor.

After Recess.

ROUND TABLE AND SECTIONAL MEETINGS.

NOTES.

SCHOOL OFFICERS' AND CITIZENS' DAY.

Thursday Forenoon.

Before Recess.

OPENING EXERCISES: Music and Devotional Exercises.

SLOGAN: THE SCHOOL AND THE COMMUNITY COOPERATING.

TOPIC: The School at work in the Community.

NOTE: "Here are some figures from a survey of country schools in a large Middle Western region: In all the schools linear measure is taught, yet in only one-fifth of them are tape lines found; they all teach avoirdupois weight, yet less than a tenth of them have scales; they teach liquid measure, but only a fifth have any measures.

"In a third of the schools geography is taught without maps, and in more than two-fifths without globes. All of them seek to teach children things about this fruitful and wonderful earth, yet more than two-thirds of the teachers never step outdoors to vitalize a point by the fields, flowers, woods, rocks and streams near at hand.

"This is the blessed old educational recipe: Get everything out of a book; reduce it so far as possible to a parrot-like exercise of memory; make it all as dry and repulsive and remote from actual life as possible.—*Saturday Evening Post.*

The above quotation describes what are considered deplorable conditions. The record of this county here in West Virginia on many of these points is not one-half as good as that in the "deplorable" community referred to. What are you going to do about it?

After Recess.

TOPIC: "Social Center" Work.

The instructor may use this period for a talk to show the possibilities of the work and to arouse interest in it. The address should be followed by a few brief, breezy, meaningful reports of the work of some teachers during the past year. These reports may be given by an instructor, or, better, by the teachers, preferably the ones who did the work.

NOTES.

Thursday Afternoon.

Before Recess.

OPENING EXERCISES: Music.

SLOGAN: BETTER SCHOOL PROPERTY.

TOPIC: Influence of Convenient and Well-Equipped Property on the Routine Work of the School.

(a) The building and equipment from the standpoint of the pupil's physical health and bodily comfort.

(b) The building and equipment from the standpoint of the teacher's efficiency.

(c) Conveniences and apparatus that can be secured without cost or made by the pupils of the school.

TOPIC: To be chosen by the instructor or county superintendent.

After Recess.

ROUND TABLE AND SECTIONAL MEETINGS.

If the attendance of school officers is sufficient a special sectional meeting should be provided at which their special problems can be taken up.

Friday Forenoon.

Before Recess.

OPENING EXERCISES: Music and Devotional Services.

SLOGAN: BETTER TEACHING.

TOPIC: Making appreciative and practical Farmers by teaching Real Nature Study and Agriculture.
See suggestions for talks and experiments on page 21.

TOPIC: To be chosen by instructor.

After Recess.

TOPIC: This period might well be used for a brief talk on the subject of correlation as an aid to better teaching in rural schools, or for a summing up of the week's work.

TOPIC: To be chosen by the instructor.

NOTES.

Friday Afternoon.

OPENING EXERCISES: Music.

TOPIC: Pressing Educational Needs:

(a) For the State—by instructor.

(b) For the County—by county superintendent.

BUSINESS SESSION: Report of Committee on "Better Teaching in this County, this Year."

Adoption of a "County Creed for Better Teaching."

This Creed may take the place of the usual institute resolutions and should voice the county's legislative needs. A copy should be sent to the State Superintendent.

EVENING SESSIONS

Monday Evening.

The Institute Social.

Let this be a time to make new acquaintances and to renew old friendships.

Tuesday Evening.

Story Teller's Evening.

In many institutes teachers look forward to this evening on the lawn or campus as the most fascinating program of the week.

Wednesday Evening.

Play Festival.

The institute is the ideal time and place to learn some new plays and games to take back to your school.

Special Lecture or Entertainment.

Thursday Evening.

Social Center Evening.

Before the institute opens, or at least early in the week, the county superintendent should appoint a committee

NOTES.

to arrange for a home talent program based on one of the suggested programs in the Handbook on Community Social Meetings. Make this program a typical and worthy model of what any teacher may do in the average rural community.

OUR SCHOOL PROPERTY

SHOULD BE CLEAN AND SANITARY

ADEQUATE AND BEAUTIFUL

How?

By making every day Clean-up-Day

By getting Patrons and Pupils to help

By getting the Trustees Interested

By demanding reasonable equipment and conveniences from Board of Education.

Declare War!

On the Trash Pile

Banish the Double Toilets

Out with all Filth and Dirt.

No Quarter for Dust or Germs

Down with the Weeds and Bushes

Put the Ban on the "Tobacco-Chewing" Teacher

Execute the Open Water Bucket and the Dirty Dipper

Up with the Pictures and the Flag!

ROUND TABLE TOPICS

Beginners' Section

1. Important routine.

(a) Reports and other forms:

How to make and use them. Their importance.

Note: The county superintendent should bring enough of each important blank, such as contracts, daily registers, monthly reports, grade books, report cards, permanent registers to furnish one to each beginner.

(b) Just how to start on the first morning. What to say, and what not to say.
What about seating?
Registration. How to prepare enrollment cards for name of pupil, age, birthday, name of parents or guardian, their address and occupation. How to get class work started. How to keep all the pupils busy and contented the first day.

2. Hints and helps on organization.

(a) How would you begin to classify or grade your school? How soon ought you to complete your classification?

(b) Handling pupils in an easy orderly way. How will you call, arrange, and dismiss classes? How will you dismiss at recesses, noon and evening?

(c) Organization of pupils. Danger of undertaking and promising too many things at first. Persons on committees: to look after library; to carry water and fuel; to keep flowers on the desk; to see that yard is kept clean; to help prepare for literary or "social center" meetings; to help make apparatus and collect material for use in experiments and teaching.

(d) Organization of patrons for community work.

3. Where to get help and what to ask for—from trustees; from board of education; from district and county superintendent; from truant officer; from Department of Schools; from normal schools; from State University; from U. S. Bureau of Education; from U. S. Department of Agriculture.

Rural School Section

1. The School Plant.

(a) The House.

How can it be made clean and kept clean?
What is the best treatment of the floor?
The very best method of dusting?
Keeping a blackboard respectable.
If the Board of Education will not paint the interior of the house, can you get it done? How?
Will you stumble over a front-of-door platform and steps all winter?
Can a school make a strong, good-looking set of steps?

(b) Equipment.

Getting the trustees, the patrons, the county superintendent, and the Board of Education interested in proper equipment. Things the teacher, pupils and patrons can make and how to make them. Bulletin board, newspaper rack, book case or shelves, shelves or case for dinner pails, pointers, rulers, window curtains, colored crayon, home-made portable screens to petition off corner for wash basin, towel, etc.
How to make apparatus for teaching agriculture, arithmetic, geography, etc.

(c) Decorations.

Things not to have on the walls.
General rules of decoration.
Proper pictures—how to secure, frame, and hang them.
(Note: Schoolroom decoration is the "hand writing on the wall" telling what kind of teacher keeps the house.)

(d) The Grounds.

High weeds, briers and bushes, ugly dangerous snags, or stubble, loose movable stones, stray brush, waste paper, front-door *ash pile,* indecent outbuildings—do these and a good teacher ever stay very long on the same school grounds at the same time?
Suggestions and reports on "Clean-up-and-beautify Day.

High School Section

1. Effective means of securing regular attendance and keeping tardiness to a minimum.
2. Economy in keeping records.
3. Making records mean more—grade record plus school-life history of each pupil.
4. Improving high school teachers while in service.
5. A square look at the average high school student—age, knowledge, strength and interests.
6. The method used on pupils described under topic "5" by the researching, lecturing, just-out-of-college high school teacher.
7. Causes of shallow scholarship of high school graduates.
8. Keeping the high school democratic.
9. Keeping down necessary school expenses of high school students—yearbook, class pins, invitations, excursions, receptions, commencement invitations and clothes.
10. The high school at work *in* the community—the neighborhood as a laboratory.
11. The high school at work *for* the community.
12. Monopolizing subjects in the high schools—foreign languages and mathematics.
13. Neglected subjects.
14. The best of the new subjects.
15. Sources from which good supplementary material can be secured.
16. What we have learned about equipment for high school.
17. How to provide for social life in the high school.
18. Aristocracy in high schools—among pupils, teachers and departments.
19. Credit for work.
20. The high school product—as it is, as it should be.

Graded School Section

1. What are some of the weaknesses of a thoroughly organized school system?
2. What are some of the strong points of a thoroughly organized school system?
3. Why should a teacher in the fourth grade have some interest and knowledge in the rest of the school system?
4. In what subjects do we need special supervisors? Why?
5. How much time should be given to manual training and domestic science in the seventh and eighth grades?

6. What should be the basis of promotion?

7. The development of self-reliance in children.

8. Apparatus and helps which can be secured without cost, or which can be made by the pupils.

9. The teacher's interest and influence in regard to the pupil's future.

10. How can the teacher make the "gang" spirit of boys aid her in enforcing proper discipline?

Seven Simple Things Which May be Done to Enliven the Teaching of Agriculture

1. *The Agricultural Booklet.* We used to think that the "booklet" idea was limited to the teaching of Composition. Here we have a new application of an old idea.

2. *Soil Testing.* If any instructor or teacher wishes to use this experiment, he should send to Prof. M. J. Abbey, Morgantown, for a package of litmus paper and full directions for making the test for soil acidity.

3. *Farm Surveys of the Community.* Write to Director C. R. Titlow, Morgantown, for a recent bulletin on "How to Conduct Farm and Community Surveys."

4. *Cow Judging Contest.* This is a very practical exercise and will prove interesting and valuable if previous study is made of the good points of the breed of cattle most common in the community. The College of Agriculture, Morgantown, will supply you with a chart and bulletin on the subject upon request.

5. *Seed Testing.* This subject is rather old but the simplicity of the experiment and the practical value to the farmer will warrant the repetition.

6. *Milk Testing.* The chief difficulty with this experiment is to secure a milk tester. However, in many localities one could be borrowed for the week if plans were made beforehand.

7. *Soil Experiments.* Explicit instructions for any one of a half dozen experiments in soils can be found in any standard textbook on agriculture.

Note: Should any instructor desire full directions for the carrying out of any of these experiments or tests during the week of the institute, the College of Agriculture, Morgantown, will be glad to supply the necessary material and information.

SOME THINGS A TEACHER MAY DO TO PUT SNAP INTO SCHOOL WORK

1. Be Energetic.
2. Get up a Library.
3. Use that Library Daily.
4. Plant a small School Garden.
5. Organize some "Social Center" Meetings.
6. Teach the Children some New Outdoor Games.
7. Build a Workshop and let the Boys Make Things.
8. Get a Home Economics Outfit and lead the Girls in the Study of Cooking and Sewing.
9. Clean up and Beautify the School House and Grounds.
10. Prepare for a Graduation Exercise at Close of the Term.

NOTES AND ANNOUNCEMENTS

How many West Virginia teachers will provide some kind of warm lunch for their pupils during the winter months? If you want some recipes and directions for equipment, write Miss Nellie M. Barnett, College of Agriculture, West Virginia University, Morgantown.

How shall we get rid of our localisms and bad English? Do you ever say: "I taken"; "have did"; "I seen"; "he written"?

Will all county superintendents arrange to have the institute assembly room cool, clean, and comfortable? Have the janitor open up the windows early in the morning and let the cool air in.

How many teachers will organize an agricultural club in their schools during the year? Write W. H. Kendrick, Morgantown, who has charge of Boys' and Girls' clubs in West Virginia, for full information.

Do you know The Boy Scout Oath? Here it is:

On my honor I will do my best:
To do my duty to God and my country, and to obey the Scout Law
To help other people at all times
To keep myself physically strong, mentally awake, and morally straight.

To this is added the injunction, "Do a good turn daily."

The Law of the Camp Fire Girls is just as good:

Seek beauty
Give service
Pursue knowledge
Be trustworthy
Hold on to health
Glorify work
Be happy

Many teachers do not realize that an excellent organ for school use may be purchased for $25 to $30. A pie social or a little school entertainment often nets this much or more and no school should be

satisfied until it has some sort of musical instrument. Don't forget that the West Virginia Song Book can be secured in quantities for school use from the Department of Schools, Charleston.

A Pupil's Economy League has been organized among the schools of Garrett County, Maryland. The primary object of the association is to secure greater returns for the educational expenditures of the county, and to teach the pupils to have a proper respect for all public property. Why might not every school in West Virginia organize such a league?

The calls this year for instructors who will give model lessons before the institute indicate that the teachers are anxious to see how the "better teaching" is actually done. If the instructor is not prepared to take up this part of the work let the county superintendent select one or more of his best teachers and if children are not available as pupils, call for volunteers from among the teachers and try some model class work in the upper grades.

Every teacher who pursues the reading circle work whether for the renewal of his certificate or not should secure an application blank from the county superintendent or the reading circle leader and make a report of his reading for the year in order that he may be entitled to the handsome reading circle certificate illustrated on another page of this program. While this certificate is merely an honorary one, it will frequently help teachers to secure better places. It is certainly worth striving for.

We shall be interested in knowing how many instructors try at least one of the agricultural experiments suggested on page 21. Many teachers will want to use all of them in their schools during the term. Write to M. J. Abbey, Morgantown, about anything agricultural.

THE READING CIRCLE BOOKS FOR 1914

	Single copies by mail	Ten or more copies prepaid
I. PEDAGOGY.		
*The State Course of Study with		
*Charters', Teaching the Common Branches Houghton Mifflin Company, Boston.	$1.20	$1.05
II. ENGLISH.		
*Barnes', English in the Country Schools.. Row, Peterson & Co., Chicago.	$1.00	$ .90
III. GENERAL READING.		
The New Testament.		
Quick's, On Board the Good Ship Earth.. Bobbs-Merrill Company, Indianapolis.	$ .90	$ .85
Palmer's, The Ideal Teacher ..... Houghton, Mifflin Co., Boston.	$ .35	$ .32
IV. HIGH SCHOOL.		
Barbe's, Great Poems Explained ..... Hinds, Noble & Eldridge, New York.	$1.00	$ .90
Johnston's, "High School Education".... Charles Scribner's Sons, New York.	$1.35	$1.20
Elwood's, Sociology and Modern Social Problems ..... American Book Company, Cincinnati.	$1.00	$ .90

*Books upon which examinations will be offered for second renewal in 1915.

NOTES ON THE READING CIRCLE BOOKS

The New Course of Study

The State Board of Education is preparing to issue a new edition of the present elementary course of study which will be ready for distribution by the first of October. The old edition will be used as a basis but much new material will be added and all directions as to the amount of work to be covered in any particular grade will be based on the adopted texts. For this reason the State Course of Study has been placed on the Reading Circle Course this year.

Teaching the Common Branches

The author says of this book that it is an attempt to write a simple text on the theory of teaching for inexperienced teachers, particularly

in rural schools. Most teachers in West Virginia are compelled to begin in country schools, but strangely enough most books which have been written to help these teachers have been worked out for city schools. The book "Teaching the Common Branches" has been placed upon the Reading Circle list this year because it meets the needs of the beginning teacher and because the subject matter—the common branches—fits in admirably with the study of the Elementary Course of Study.

The Good Ship Earth

At least once a week every teacher should break away from his work and his studies long enough to get some fresh air and sunshine, as it were, mixed in with his pedagogical study. In The Good Ship Earth every teacher will find just such a book. It is full of new and thought-provoking ideas on a very old subject. Dr. Ross, in his introduction, says, "Of the light-bringing books, one reveals the hidden by cutting a vista through some jungle of fact. Another bears us to some mount of vision and shows us a panorama. Of the latter sort is this book. The reader feels as if the author stood beside him on a lofty peak, overlooking all the kingdoms of the earth and all the centuries, and with one hand on the reader's shoulder, gently turning him now towards this quarter and now towards that, with the other he swiftly points out the great stirring features of the scene, as with vivid, kindling speech he interprets them."

Great Poems Interpreted

The wide and increasing use which teachers are making of Dr. Barbe's "Famous Poems Explained" has prompted us to put his most recent book, "Great Poems Interpreted", upon the Reading Circle List for the coming year. This volume is of the same general character as Famous Poems Explained but deals for the most part with poems a little more difficult to understand. For this reason we have placed it on the list recommended for high school teachers, but many teachers in rural schools will find the volume very helpful.

Some of the Other Books

The New Testament. The Old Testament proved much more popular on the reading circle course last year than we had anticipated. We feel sure that the many teachers who have begun a systematic study of the Bible will wish to continue it another year. For this reason the New Testament has been placed upon the course for 1914.

Barnes' English in the Country Schools. This volume has also proved interesting and since we have been emphasizing the teaching of English during the past several years we felt that we could not leave the subject without using Mr. Barnes' book as one of the subjects upon which teachers should be examined for the second renewal of first grade certificates.

Johnston's High School Education. We have not found a book on high school education which fits into West Virginia conditions better than Johnston's. It is therefore being given a place on the course for another year.

Elwood's, Sociology and Modern Social Problems. Dr. Elwood has put so many good things into this volume that it is impossible to get the best results from a single year's study of it. All teachers who have an inclination to pursue this phase of education will find the book especially interesting, but we have moved it over into the high school list that the attention of high school teachers may be called to it.

TEN RULES FOR THE BEGINNING TEACHER

1. Work.
2. Enjoy your Work.
3. Study the Individual Pupil.
4. Study the Lessons you are going to Teach.
5. Give your Orders in the Form of Requests.
6. Say what you Mean and Mean what you Say.
7. Do not take Offense too Easily.
8. Do not Talk too much.
9. Be Courteous.
10. Be Prompt.

State of West Virginia

DEPARTMENT OF FREE SCHOOLS

CERTIFICATE OF PROFICIENCY IN READING CIRCLE SUBJECTS

This Certifies That _____

a teacher in _____ *County, having pursued diligently the Reading Circle Course during the years 191_ and 191_ and having passed the examination on the following Reading Circle books:*

_____ _____

_____ _____

_____ _____

is hereby granted this Certificate of Proficiency in the Reading Circle Subjects.

Issued by authority of:

Date _____

_____
COUNTY SUPERINTENDENT

M. D. Chapman
STATE SUPERINTENDENT

A NEW FORM OF RECOGNITION FOR TEACHERS WHO HAVE BEEN FAITHFUL IN THE READING CIRCLE WORK. (One Half Actual Size.)

INSTITUTE SCHEDULE 1914.

County	Place	Date	Instructors	Address
Barbour	Philippi	August 31	J. George Becht Floyd T. Holden Francis A. Wheeler (M)	Harrisburg, Pa. Baltimore, Md. New Castle, Pa.
Berkeley	Martinsburg	August 17	J. M. Callahan W. A. Hiscox	Morgantown New Cumberland
Boone	Madison	July 20	J. F. Marsh E. H. Knabenshue Mrs. M. M. Bryan (M)	Charleston Clay Point Pleasant
Braxton	Sutton	July 20	Arthur Harrop J. Francis Shreve	Meadville, Pa. Buckhannon
Brooke	Wellsburg	August 31	C. B. Clark L. J. Hanifan Ella F. Gaver (M)	Salem Charleston Chester
Cabell	Huntington	August 10	F. M. Longanecker John C. Shaw	Parkersburg West Liberty
Calhoun	Grantsville	August 10	S. O. Bond Geo. H. Colebank W. H. Leonhart (M)	Glenville Grafton Huntington
Clay	Clay	August 10	L. W. Burns Thos. C. Miller	Grafton Shepherdstown
Doddridge	West Union	August 17	Joseph Rosier C. R. Murray	Fairmont Williamson
Fayette	Montgomery	August 3	Arthur H. Harrop E. L. Lively Mrs. M. M. Bryan (M)	Meadville, Pa. Fairmont Point Pleasant
Gilmer	Glenville	August 24	C. R. Murray H. E. Cooper Mrs. Blanche Carr (M)	Williamson Bluefield Charleston
Grant	Petersburg	August 24	N. E. Heeter C. S. Crow Nelle Krumme (M)	Clarion, Pa. Morgantown Wilmington, Del.
Greenbrier	Ronceverte	August 24	O. G. Wilson M. J. Abbey J. Henry Francis (M)	Elkins Morgantown Charleston
Hampshire	Romney	August 17	J. Francis Shreve W. W. Trent	Buckhannon Davis
Hancock	Newell	August 31	F. E. Rathbun John C. Shaw	Oakland, Md. West Liberty
Hardy	Moorefield	August 24	Joseph Rosier W. W. Trent	Fairmont Davis
Harrison	Clarksburg	August 24	J. George Becht O. I. Woodley Mrs. Harriet Lyon	Harrisburg, Pa. Fairmont Huntington
Jackson	Ripley	August 17	Catherine Montgomery T. J. Humphrey M. J. Abbey	Bellingham, Wash. Wheeling Morgantown
Jefferson	Charles Town	August 17	Frank B. Trotter S. S. Jacob, Jr.	Morgantown Wheeling
Kanawha	Charleston	August 31	F. H. Warren Waitman Barbe Catherine Montgomery Mrs. Blanche Carr (M)	East Liverpool, O. Morgantown Bellingham, Wash. Charleston
Kanawha (colored)	Institute	July 20	R. P. Sims	Bluefield

INSTITUTE SCHEDULE 1914.

County	Place	Date	Instructors	Address
Lewis	Weston	August 24	I. B. Bush H. C. Robertson	Parkersburg Charleston
Lincoln	Hamlin	July 20	O. L. Warren W. R. Grose	Elmira, N. Y. Buckhannon
Logan	Logan	August 17	Waitman Barbe Thos. C. Miller Mrs. Jennie Duncan (M)	Morgantown Shepherdstown Ceredo
Marion	Fairmont	August 31	R. B. Teitrick ..... L. L. Friend	Harrisburg, Pa. ..... Charleston
Marshall	Moundsville	August 17	Arthur Powell H. E. Cooper Mrs. Blanche Carr (M)	Cincinnati, O. Bluefield Charleston
Mason	Point Pleasant	August 17	F. M. Longanecker Mrs. Harriet Lyon J. Henry Francis (M)	Parkersburg Huntington Charleston
Mercer	Athens	August 31	Geo. S. Laidley C. L. Wright	Charleston Huntington
Mercer (colored)	Bluefield	August 24	Jas. L. Hill Mrs. Fannie Cobb-Carter	Bluefield Institute
Mineral	Keyser	August 31	O. I. Woodley N. E. Heeter	Fairmont Clarion, Pa.
Mingo	Williamson	August 31	H. C. Robertson D. A. Ward	Charleston Mannington
Monongalia	Morgantown	August 24	H. R. Gers M. P. Shawkey Francis A. Wheeler (M)	Louisville, Ky. Charleston New Castle, Pa.
Monroe	Union	August 10	L. B. Hill T. J. Humphrey	Athens Wheeling
Morgan		August 10	J. M. Callahan H. V. B. Garver	Morgantown Middletown, Pa.
McDowell	Welch	August 24	C. E. Joiner J. N. Deahl Mrs. Jennie Duncan (M)	Monmouth, Ill. Morgantown Ceredo
Nicholas	Summersville	August 10	Geo. S. Laidley C. R. Murray	Charleston Williamson
Ohio	Elm Grove	August 31	H. R. Gers L. W. Burns	Louisville, Ky. Grafton
Pendleton	Franklin	August 31	J. F. Marsh C. S. Crow Will H. Ruebush (M)	Charleston Morgantown Dayton, Va.
Pleasants	St. Marys	August 17	O. G. Wilson L. B. Hill Florence Hamilton (M)	Elkins Athens Grafton
Pocahontas	Marlinton	August 31	Thos. C. Miller O. G. Wilson	Shepherdstown Elkins
Preston	Terra Alta	August 17	E. E. Jacobs Geo. M. Ford I. M. Smith (M)	Ashland, O. Welch Turtle Creek, Pa.
Putnam	Winfield	August 3	Wright Denny Mary B. Fontaine M. J. Abbey (½ week)	Charles Town Charleston Morgantown
Raleigh	Beckley	August 17	J. F. Marsh Raymond A. Smith	Charleston Beckley
Randolph	Elkins	August 31	Chas. H. Ambler Geo. M. Ford Nelle Krumme (M)	Ashland, Va. Welch Wilmington, Del.

INSTITUTE SCHEDULE 1914.

County	Place	Date	Instructors	Address
Ritchie	Harrisville	August 24	S. R. Shear T. J. Humphrey Ella F. Gaver (M)	Poughkeepsie, N. Y. Wheeling Chester
Roane	Spencer	August 10	Waitman Barbe M. J. Abbey H. L. White	Morgantown Morgantown Spencer
Summers	Hinton	August 31	W. H. S. White Anna Cummings J. Henry Francis (M)	Piedmont Huntington Charleston
Taylor	Grafton	August 24	Geo. W. Brown L. B. Hill I. M. Smith (M)	Paris, Ill. Athens Turtle Creek, Pa.
Tucker	Parsons	August 24	W. H. S. White S. S. Jacob, Jr.	Piedmont Wheeling
Tyler	Sistersville	August 24	F. H. Warren Catherine Montgomery	East Liverpool, O. Bellingham, Wash.
Upshur	Buckhannon	August 31	Geo. W. Brown I. B. Bush	Paris, Ill. Parkersburg
Wayne	Fort Gay	August 31	C. E. Joiner J. N. Deahl	Monmouth, Ill. Morgantown
Webster	Webster Spgs.	August 24	F. B. Trotter J. F. Marsh Florence Hamilton (M)	Morgantown Charleston Grafton
Wetzel	New Martinsville	August 24	R. B. Teitrick L. W. Burns	Harrisburg, Pa. Grafton
Wirt	Elizabeth	August 3	W. H. S. White E. H. Knabenshue M. J. Abbey (½ week)	Piedmont Clay Morgantown
Wood	Parkersburg	August 31	Arthur Powell Joseph Rosier Mrs. Harrriet Lyon I. M. Smith (M)	Cincinnati, O. Fairmont Huntington Turtle Creek, Pa.
Wyoming	Baileysville	August 10	Wright Denny O. O. Crawford	Charles Town Ronceverte